



Good Teaching, Good Testing: A NAEP Overview

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NAEP Organization

Congress



(P.L. 107-110 NCLB)

National Assessment of Educational Progress (NAEP)

“The Nation’s Report Card”

Policy

National Assessment
Governing Board (NAGB)

NAEP

Operations

National Center for Education
Statistics (NCES)

Implementation

Outside Contractors for

- Framework development
- Achievement level setting
- Test development & administration
- Scoring, analysis, reporting
- Etc.

National Assessment Governing Board



History

- Established by Congress in 1988
- Reauthorized in 1994 and 2002

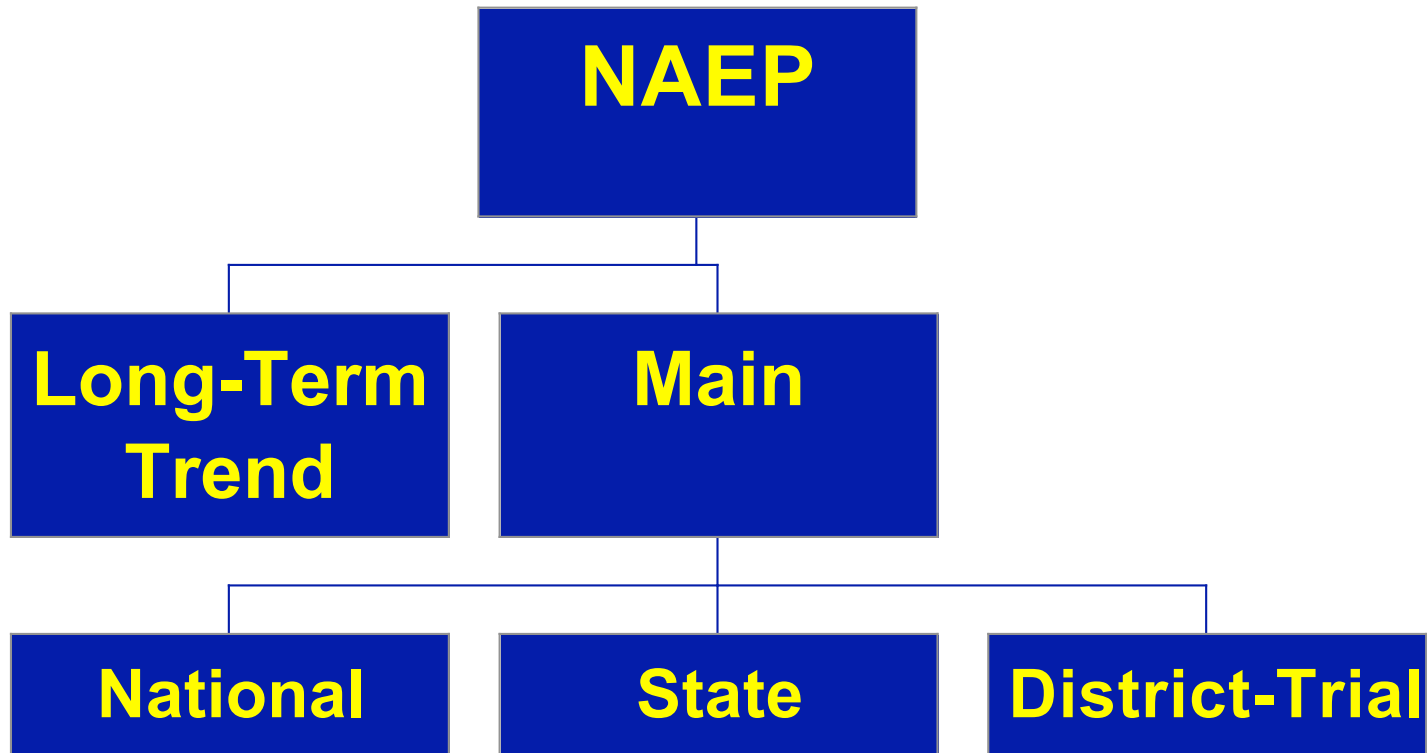
Composition

- 26 members
- Bipartisan
- Broadly representative
- Educators, members of local and state government, testing experts, business representatives, general public

Statutory Responsibilities

- Select subjects to be assessed,
- Develop assessment frameworks and specifications
- Set student performance levels
- Develop guidelines for reporting NAEP results
- Design assessment methodology
- Approve all test items
- Improve the form and use of NAEP
- And other duties

NAEP Components



Characteristics of Main NAEP



- **Large-scale, nationally-representative assessment at grades 4, 8, 12; not a test for individual students**
- **State-level assessments in reading, mathematics, science, and writing (grades 4 & 8)**
- **Reading and math administered every two years at the state-level in grades 4 and 8**
- **Trial urban district NAEP started in 2002; continues in 2003**

What NAEP Can Do Well



- **NAEP commands national notice for its...**
 - role in monitoring student achievement
 - methodology, as a model for assessment
 - focus on standards-based reporting
- **NAEP frameworks are a resource for international, state, & local curriculum and assessment**
- **NAEP can be used for research**

Two Forms of Sampling

- **Student Sampling National samples – approx. 10,000 students per grade, per subject**

State Samples - 2,500 per grade, per subject

- **Item Sampling - matrix sampling design; each student takes only a small portion of the items in a subject area (about 60 minutes of testing time)**

NAEP Assessment Design



Type of Data Collected

- **Cognitive Questions**

 - multiple choice

 - short answer (short constructed response)

 - extended constructed response

 - performance tasks (e.g., science, arts)

- **Background Questions - Student, Teacher, School**

 - demographics

 - school/instructional factors

 - other factors related to achievement

 - teacher preparation

 - instructional methods

 - school policies and practices

NAEP Student Booklet Design



Block 1 – 25 Minutes of cognitive items

Block 2 – 25 minutes of cognitive items

General background questions – 5 mins.

Subject specific background questions – 5 mins..

NAEP Test Development Steps



Five Year Cycle (e.g., reading)

- **Framework Development Process (2003)**
Assessment frameworks (content) Specifications
(detailed blueprint) Preliminary achievement
level descriptions
- **Test development (2004)**
- **Item reviews (content, bias, etc.) (2004)**
- **Pilot testing; then more reviews (2005)**
- **National field testing; more reviews (2006)**
- **Setting achievement levels (2006)**
- **Operational testing (2007)**
- **Report preparation and review (2007)**
- **Release of NAEP results (2007 w/in 6 months)**

Reporting NAEP Results



- **Average Scale Scores**
- **Percentages of students attaining achievement levels (basic, proficient, advanced)**
- **Results for the nation and for subgroups of students**
- **Results for participating states and jurisdictions (reading, math, writing, and science; grades 4 & 8)**
- **Contextual information provided by students, teachers (4th & 8th), and school administrators**



How are achievement results reported?

- **BASIC** = partial mastery
- **PROFICIENT** = solid academic performance
- **ADVANCED** = superior performance

Achievement Level Policy Definitions

Basic Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subjects matter, including subject - matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced Superior performance.

- **Are developed through a comprehensive, inclusive, and deliberative process**
- **Describe the content and format of a NAEP assessment**
- **Are written for a general public audience**
- **Answer 3 major questions:**
 - WHAT should be measured at grades 4, 8, and 12?
 - HOW should NAEP be designed to measure that set of content/skills?
 - HOW MUCH should students know and be able to do at the basic, proficient, and advanced levels?

NAEP Frameworks

The Framework Development Process balances considerations of



- **Current instructional and measurement issues**
- **Current instructional efforts and best practice**
- **Research on cognitive development and learning**
- **Curricular reform efforts**
- **State standards and assessments**
- **International standards and assessments**
- **Professional association curriculum documents (e.g., voluntary national content standards)**
- **Frameworks of earlier NAEP assessments**
- **Key reports having significant national and international importance**

Web Sites



- **NAGB – www.nagb.org**
- **NAEP – www.nces.ed.gov/nationsreportcard**